

ANGEL OAK ELEMENTARY

6134 Chisolm Road
John's Island, South Carolina 29455

GRADES PK-5 Elementary School

ENROLLMENT 332 Students

PRINCIPAL Mrs. Annette Sausser 843-559-6412

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	58	30	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

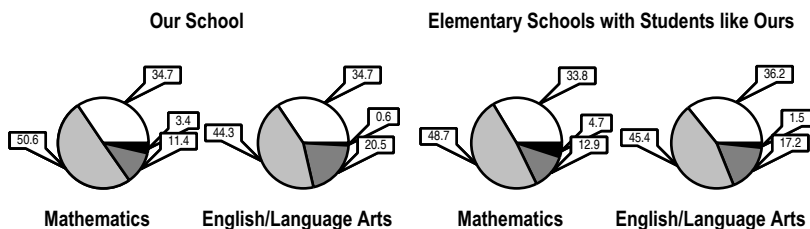
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	64	46
Percent satisfied with learning environment	77.8%	90.2%	91.3%
Percent satisfied with social and physical environment	85.2%	90.5%	86.7%
Percent satisfied with home-school relations	40.0%	90.5%	93.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	199	100.0	34.7	44.3	20.5	0.6	21.0	17.6
Gender								
Male	98	100.0	38.2	47.2	14.6	N/A	14.6	17.6
Female	101	100.0	31.0	41.4	26.4	1.1	27.6	17.6
Racial/Ethnic Group								
White	48	100.0	27.8	44.4	27.8	N/A	27.8	17.6
African-American	124	100.0	40.5	39.6	19.8	N/A	19.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	27	100.0	22.2	59.3	14.8	3.7	18.5	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	174	100.0	29.9	46.5	22.9	0.6	23.6	17.6
Disabled	25	100.0	73.7	26.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	199	100.0	33.9	44.8	20.7	0.6	21.3	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	198	100.0	33.9	44.4	21.1	0.6	21.6	17.6
Socio-Economic Status								
Subsidized meals	161	100.0	36.6	47.2	15.5	0.7	16.2	17.6
Full-pay meals	38	100.0	26.5	32.4	41.2	N/A	41.2	17.6

Mathematics								
All students	199	99.0	34.7	50.6	11.4	3.4	14.8	15.5
Gender								
Male	98	100.0	30.3	53.9	13.5	2.2	15.7	15.5
Female	101	98.0	39.1	47.1	9.2	4.6	13.8	15.5
Racial/Ethnic Group								
White	48	100.0	19.4	55.6	22.2	2.8	25.0	15.5
African-American	124	98.4	41.4	50.5	7.2	0.9	8.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	27	100.0	29.6	40.7	14.8	14.8	29.6	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	174	100.0	30.6	53.5	12.1	3.8	15.9	15.5
Disabled	25	92.0	68.4	26.3	5.3	N/A	5.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	199	99.0	34.5	50.6	11.5	3.4	14.9	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	198	99.0	34.5	50.3	11.7	3.5	15.2	15.5
Socio-Economic Status								
Subsidized meals	161	98.8	38.7	50.0	7.7	3.5	11.3	15.5
Full-pay meals	38	100.0	17.6	52.9	26.5	2.9	29.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	55	N/A	16.7	51.9	31.5	N/A	31.5
	Grade 4	54	N/A	25.0	57.7	17.3	N/A	17.3
	Grade 5	61	N/A	27.1	59.3	11.9	1.7	13.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	73	100.0	12.9	45.2	40.3	1.6	41.9
	Grade 4	66	100.0	47.5	39.3	13.1	N/A	13.1
	Grade 5	60	100.0	45.3	49.1	5.7	N/A	5.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	55	N/A	25.9	42.6	24.1	7.4	31.5
	Grade 4	54	N/A	32.7	50.0	17.3	N/A	17.3
	Grade 5	61	N/A	32.2	44.1	13.6	10.2	23.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	73	98.6	22.6	54.8	19.4	3.2	22.6
	Grade 4	66	100.0	34.4	52.5	6.6	6.6	13.1
	Grade 5	60	98.3	49.1	43.4	7.5	N/A	7.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 332)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.4%	2.4%
Attendance rate	95.7%	Down from 96.5%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.5%	Up from 6.5%	6.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.6%	Down from 8.5%	8.8%	8.0%
Older than usual for grade	16.6%	Up from 3.2%	2.4%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	42.9%	Down from 46.7%	45.8%	50.0%
Continuing contract teachers	62.9%	Down from 73.3%	81.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.9%	Up from 78.6%	83.2%	86.2%
Teacher attendance rate	95.0%	Down from 97.3%	94.3%	95.3%
Average teacher salary	\$39,079	Up 4.1%	\$39,111	\$39,909
Prof. development days/teacher	16.0 days	Down from 19.1 days	12.7 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio	17.3 to 1	Down from 18.8 to 1	17.3 to 1	18.9 to 1
Prime instructional time	89.0%	Down from 92.7%	87.9%	89.7%
Dollars spent per pupil*	\$6,233	Up 14.4%	\$6,144	\$5,892
Percent spent on teacher salaries*	67.9%	Up from 67.4%	66.0%	66.6%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Angel Oak Elementary Staff is committed to fulfilling our mission statement by providing positive, innovative, educational experiences that will empower our children to reach their maximum potential. Our main focus is to improve reading and writing skills, math skills, and develop a positive discipline plan. We will increase our achievement level on PACT by having at least 80% of our students at or above the basic level in math and reading. By teaching our newly developed comprehensive units, we have already seen an improvement in writing and comprehension skills, and our children are reading more books. We need to continue emphasizing math and science skills through many "hands on" opportunities. The Everyday Math Program, used as a supplement plan, has already helped us improve our math scores significantly. We are also working toward becoming a Primary Years Baccalaureate School. We have voted to implement a year round schedule, and are awaiting final approval from the Charleston County School Board.

Information from the parent and teacher surveys dictates that we continue to develop our positive discipline plan. Our goal is to decrease the number of suspensions yearly. We also have developed a family literacy program in which parents take a 52-hour class and volunteer for at least 10 hours, to be eligible for a free refurbished computer. We also are working closely with our Hispanic families in translating all communication from Angel Oak Elementary School as well as providing assistance in translation during teacher/parent conferences. We have enjoyed increased parent participation from our Hispanic community.

Parent satisfaction has increased to 92%. The Angel Oak Report Card is a starting point and an invitation to become involved with our future - our children. Help us provide a positive, challenging, and safe school. Join our "University".

Annette Sausser, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.